

# Career Promotion Activities Report

*December 31, 2008*



# Career Promotion Activities Report

## ND Department of Commerce—Workforce Division

### INTRODUCTION

North Dakota businesses report challenges in attracting talent to meet their workforce needs. This is occurring at a time when many students, parents and educators are not aware of the career opportunities which are available in North Dakota. House Bill 1018, enacted by the 2007 Legislative Assembly, established an important initiative intending for state agencies and industry to come together in assisting public schools in promoting North Dakota Career opportunities to students in grades nine through twelve.

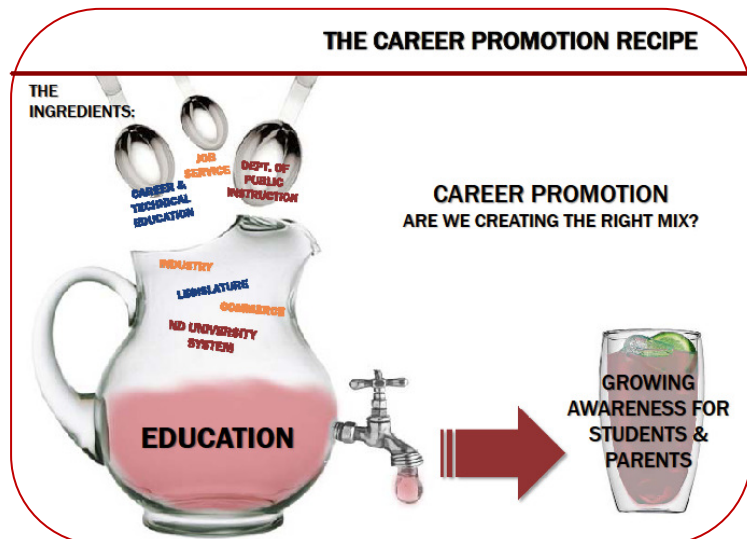
In August 2007, a group of key stakeholders from the workforce education, private and economic development sectors were brought together to begin the work of determining how to create awareness of North Dakota career opportunities to parents, students and educators. There was great progress established in this meeting and in April 2008, a steering committee titled, *ND Works!*, was created to influence future and existing career promotion activities. In the months of April through November, the committee met to brainstorm, collaborate and evaluate existing and new career promotion activities. The following report is a summary of the activities and results.

### ND WORKS!

The *ND Works!* steering committee is directed by a joint effort from North Dakota businesses and industry, Job Service North Dakota (JSND), Career & Technical Education (CTE), Department of Public Instruction (DPI) and the Department of Commerce (DOC). Members include: Dave Farnsworth, Great River Energy; Kathy Holle, CTE; Wayne Kutzer, CTE; Beth Zander, JSND; Valerie Fischer, DPI; Mark Dougherty, Associated General Contractors of ND; Linda Butts, Department of Transportation; Deana Wiese, Information Technology Council of North Dakota; Karen Haskins, North Dakota Healthcare Association; Shelly Peterson, Long Term Health Care Association; Kent Ellis, Bismarck Public Schools and Paladin Resources, Inc.; Shane Goettle, DOC; Jim Hirsch, DOC; Larry Anderson, DOC; and Kayla Effertz, DOC.

### DEFINITION & SCOPE

The purpose of the committee was established to “Develop and implement a program to assist public schools in promoting North Dakota career opportunities to students in grades 9-12.” (HB 1018: Section 37) with the mission being “to create one coordinated system of programs, activities, and learning experiences to ensure that students, parents and educators are aware of career opportunities in North Dakota.” The program(s) created are to address the following priorities: 1) Information addresses grades nine through twelve with the ability to expand into grades K-8 and post secondary markets; 2) Locally energized; 3) Systematic; 4) Self-sustaining; 5) Easily integrated into curriculum requirements and existing resources; 6) Accessible to parents; 7) Efforts do not replace or overshadow career development efforts, but serve as complementary education and; 8) Provide recommendations for existing program curriculums.



The first item of business the committee addressed was the career information that is currently available for students, parents and educators. What resulted was a snapshot environmental scan of career education activities. This report provided an inventory of the current intentional career promotion activities and programs that are occurring in industry and education. The activity inventory provided a benchmark to understand the exposure that students, parents, educators have with business and industry. The result was conclusive that there is career information available to students and parents, however there is very little that is tailored for North Dakota career opportunities.

A Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis was created to quickly organize the information and develop success outcomes for a career promotion program. The outcomes were defined to be an:

- 1) Increased number of students participating in career & technical education courses at the secondary level;
- 2) Increased number of students who have identified in their career objectives the pursuit of career goals leading to employment with demand occupations and target industries in North Dakota;
- 3) Increased number of students that are ultimately employed in and remain in North Dakota;
- 4) Strategies address the culturally imbedded belief among parents, educators and students that everyone needs to pursue a four year degree in order to succeed;
- 5) Strategies address the perceptions among students, parents and educators that career opportunities do not exist in North Dakota.

The committee began to brainstorm ideas for new programs and enhancements of existing programs based upon these priorities and success metrics. As a result, a memo of understanding (see Appendix A) was signed between the North Dakota State agencies of DOC, JSND, DPI, and CTE to establish a partnership for collaboration to develop a coordinated and cohesive transformation in the way that students, parents and educators are exposed to career opportunities in North Dakota.

To create a transformation in providing career information, understanding of the roles of the state agencies at the table of the ND *Works!* committee have is necessary. To assist the agencies, stakeholders and educators alike, the types of career awareness activities were identified and a career development process (see Appendix A) was created. As most pertinent to this summary report, the definition of career promotion is as follows:

*“Connecting activities supported by qualitative and quantitative workforce intelligence, which promote the linkages between business and education and unites them in a process which provides information to students and parents about the high-demand, high-wage careers available with employers in their region and with North Dakota business and industry.”*

## **STRATEGIES & ACTIVITIES**

The ND *Works!* committee determined the following strategies and activities for a career promotion program that included short and long term solutions. These activities were initiated in May and are to be continued until June 2009.

### **Strategy I: Department of Commerce Led Programs**

Strategy I activities detail the programmatic activities that the Department of Commerce has committed to executing through the ½ Full Time Equivalent of a Career Promotion Specialist.

- 1) *Series of Surveys.* Short survey to teachers and counselors distributed to understand perceptions of North Dakota career opportunities. (See Appendix A)
- 2) *A Place for You Presentation.* A high energy presentation available for students in grades 9-12, parents and educators.
- 3) *Career Conversations.* Using interactive webcams, live conversations between students in a classroom and workers in high demand occupations. Conversations are recorded, edited and posted on [www.ndworkforce.com](http://www.ndworkforce.com) for parents, educators and additional students to view.

- 4) *ND Careers 4 Me* (Newsletter/Fact Sheet/Web Content). Condensed North Dakota career information such as labor market information that is distributed to career counselors once per month.
- 5) *Workplace Video Challenge*. An extra-curricular contest for students to create a video of a workplace which in turn, the business owns to upload to their website as a recruitment tool.

#### Strategy II: Enhancing Current Programs

- 1) Career Resource Network Directory. A directory championed by Career and Technical Education that lists companies involvement with education such as job shadow, internships, scholarships, etc.

#### Strategy III: Facilitation

- 1) Regional Education Association partnership to engage a plan on a local level.

#### Strategy IV: Systematic Change

- 1) Further defining mutually beneficial outcomes and metrics in a 2 year plan that addresses the content and distribution of career information (DOC, DPI, JSND, NDUS, CTE)

### **RESULTS**

The results produced to date have been primarily completed in the short term strategies of I and II; while strategies III and IV achieve long term planning that will result in systematic changes to seamless career information.

#### Strategy I: Department of Commerce Led Programs

##### *Series of Surveys*

One survey was conducted electronically in May for school counselors. Utilizing DPI's surveymonkey account and listserv access, 67 individuals responded. Highlights of the report include 98.5% of school counselors reporting think that there are career opportunities in North Dakota, and 100% believe that a student can have a career in North Dakota with a two year degree. The survey reflected that the responding counselors believe that parents are the biggest influencers (86.6%). Responding counselors communicate career opportunities to students through the most popular means of: face to face communication (100%), collateral material (78.5%), and web-based applications (66.2%). The most popular source of information that counselors use for career information in North Dakota is the CTE Career Outlook. The survey concluded that North Dakota counselors do believe there are opportunities in North Dakota with a two year education, earning \$35,000+ in their community (58.5%).

The results from this survey guided the committee's actions for program content. This activity served as a catalyst to understand where educators are looking for information and how to increase the awareness of careers in North Dakota for educators, and therefore students.

##### *A Place for You Presentation*

This presentation is a high energy presentation featuring North Dakota companies in the targeted industries and high wage/high demand occupations is available for students in grades 9-12, parents and educators. 926 students, parents and educators attended this presentation in the schools and communities of: Minot, Ellendale, Mandan, North Dakota Youth Correctional Facility, Ellendale, New England, Killdeer, Richardton, Oaks, Fordville and Rugby.

##### *Career Conversations*

The Career Conversations pilot program launched on October 31 with the assistance of Governor Hoeven in a Mandan 9<sup>th</sup> grade career development class. The program has reached 890 participants in 6 schools: Bowman, Bismarck, Mandan, Linton, Fordville and West Fargo. In partnership with the Information Technology Council of North Dakota, the Department of Commerce attended the Health, Career and Technology Expo in Fargo and conducted career conversations to reach an estimated 2,200 students, teachers and parents. Six videos are successfully posted on [www.ndworkforce.com](http://www.ndworkforce.com) and available for the general public to be viewed. Youtube reports 262 views of the three videos posted, and Teachertube reports 447 views. This combined is 709 online views of the current six posted videos. Speakers that have been featured have been from fields such as technology, agriculture, and energy

with a variety of occupations such as a service technician, web designer, web programmer, graphic designer, agriculture sales representative, engineer and upper management. Four positive television news stories were produced in addition to two print stories.

The program will continue to move forward from January-May 2009. Conversations have been scheduled for a teacher professional development conference in Glenburn and Williston to bring awareness of the program, in addition to providing direct education on North Dakota industries and in demand occupations. Continuation of the program will depend upon continued results of the program and 2009 legislation.

#### *Careers 4 Me*

Careers 4 Me is an effort that highlights North Dakota companies using publications with up-to-date career information that is distributed to students and educators. A variety of information has been dispersed through this effort including: three publications created and sent from the DOC, the Hot Jobs publication sent to every student receiving financial aid information from Bank of North Dakota and a joint project led by Career and Technical Education Career Resource Coordinators creating a Business Directory that publishes businesses who are willing to partner with education in activities such as job shadows, scholarships and internships.

#### *Workplace Video Challenge*

The Workplace Video Challenge is an extra-curricular contest for students to create a video of a workplace. The participating company will select and own the winning video to be used as an employment recruitment tool. This activity is under development and slated to rollout in spring 2009.

#### Strategy II: Enhancing Current Programs

The Career Resource Directory is a pilot project led by Career and Technical Education (CTE) Career Resource Coordinators. This directory lists businesses in North Dakota who are willing to partner with students in educational activities such as job shadowing, internships and scholarship opportunities. This resource is to be used for educators, parents and students to find opportunities to connect education and workforce. This directory is posted on [www.ndworkforce.com](http://www.ndworkforce.com).

#### Strategy III: Facilitation

The ND *Works!* committee has recommended hiring a consultant to create a career promotion plan for a local community. Project pending.

#### Strategy IV: Systematic Change

The next steps of the long-term career promotion efforts will be dependent upon creating a two year career information plan with the supporting agencies, pending continued career promotion legislation. The foundation has been secured with a career development process and a draft of current activities has been developed and categorized under the definitions association with career development.

### **CONCLUSIONS**

Over the course of eight months, the four mandated agencies of DOC, DPI, CTE and JSND have come together to create a career promotion program, utilizing multiple strategies to reach parents, students and educators in grades 9-12. The most highly publicized activity has been the Career Conversations program. The dialogue within the committee has brought an awareness of the depth and breadth of the types of career information available in addition to some of the gaps of information. Continued efforts and resources will allow for a more focused and clear message of North Dakota career opportunities.

# Appendix A

# Career Promotion Memo of Understanding

## Parties

This document constitutes an agreement between the North Dakota state agencies of the Department of Commerce (DOC), Career and Technical Education (CT&E), Department of Public Instruction (DPI), and Job Service (JSND). For the purpose of this document, these entities will be referred to as the partnership.

## Purpose

The purpose of this Memorandum of Understanding (MOU) is to establish a partnership for collaboration between the North Dakota State agencies of DOC, JSND, DPI, and CT&E that will result in a coordinated and cohesive transformation in the way that students, parents and educators are exposed to career opportunities in North Dakota.

## Objective

As mandated by the 2007 North Dakota House Bill 1018, the above agencies are to develop and implement a program to assist public schools in promoting North Dakota career opportunities to students in grades 9-12, parents and educators.

## Background

Successful development and execution of the objectives contemplated in this partnership will provide the following shared outcomes:

1. Increased number of students who have identified in their career objectives the pursuit of career goals leading to employment with high wage/high demand occupations and target industries in North Dakota.
2. Increased number of students participating in career & technical education courses at the secondary level.
3. Increased number of students that are ultimately employed in and remain in North Dakota.
4. Strategies to address the culturally embedded belief among parents, educators and students that one needs to pursue a four year degree in order to succeed.
5. Strategies to address the perceptions among students, parents and educators that career opportunities do not exist in North Dakota.

## Authorities

Nothing in this MOU alters the responsibilities or statutory authorities of DOC, DPI, C&TE, or JSND. This MOU does not supersede existing agreements among any of the signatories.

## Authentication

This MOU becomes effective upon its signature by all parties. The MOU will continue in effect for three (3) years or until modified by mutual consent. Participation by any signatory member may be terminated at the request of any signatory within ninety (90) days prior notice.

## Collaboration

The partnership will each accept the following roles and responsibilities to meet the goals of this MOU to the extent practical and authorized by law to:

### A. Partnership

- a. Agree on near-term goals that demonstrate the accelerated deployment strategies anticipated herein and work collaboratively to support the implementation of these goals.
- b. Develop a set of intended outcomes and designate working groups to produce long-term, clear career promotion plans.
- c. Designate points of contact for overall collaboration, as well as for each of the career promotion roles and responsibilities.
- d. Produce recommendations that address career promotion tactics that can be incorporated into the ND Talent Initiative and the unified single strategic plan for workforce development, workforce training and talent attraction.
- e. Support communications and education campaigns that inform consumers, businesses, and major stakeholders in North Dakota of the goals and benefits of this initiative.

### B. DOC

- a. Serve as a conduit between the state agencies and the private sector that can facilitate the strategic planning process and contribute to the execution of core activities within each of the agency's performance areas.

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## North Dakota Career Promotion SWOT Analysis

Strengths	Weaknesses
<b>Current Activities:</b> <ol style="list-style-type: none"> <li>1. Energy Education Program</li> <li>2. Junior Achievement Program</li> <li>3. Automobile Dealers Association of ND and ND Implement Dealers Student Loan Repayment Program</li> <li>4. Rocky Mountain Oil &amp; Gas Toolkit</li> <li>5. Building Bridges Program: Ex offender employment program, Marc Roehrich</li> <li>6. ITCND: Career Awareness Program (tentative)</li> <li>7. Career Outlook Newspaper</li> <li>8. Career Academies (Fargo and Bismarck)</li> <li>9. Tech Ed Day at BSC (College closes for a day, area high school students attend seminars and hands-on activities, promoted through Missouri River Educational Cooperative)</li> <li>10. Emerging Technology Modules (Career &amp; Technical Education)</li> </ol>	<p>“Counselor Craze” too much to do, not enough resources for school counselors. Not all areas of the states have a focus on career counseling because of time and other demands.</p>
High visibility and support from interim legislative session for career promotion efforts.	Image of 2 year degree is not as credible as 4 year degree
Larger schools have comprehensive career exploration and information programs that include online presence.	High demand and high wage industries acting independently, creating fragmented business and industry career promotion efforts.
Career Cluster Plan of Studies (CT&E)	Difficult to put tangibles on “quality of life” for students
	ND business and industry has not moved to a recruiting mindset
	Unknown ways to reach parents to reinforce messages or educate
Opportunities	Threats
Industries want to work together to reach ND students	K-12 limited time: Schools will shut the door on outside programming
Generation Y wants to give back: mobilize YP to mentor	“Fortune 500 Appeal” – students leave for “the big job” – more urban areas
Attraction and retention of people because of ND quality of life	ND income for high demand jobs varies across the state.
Technology is accessible to ND schools and parents	Language from C&TE, Job Service, NDUS is not consistent in publications.
Linking Career Clusters with ND businesses	Post-secondary career fairs primarily feature large, out of state employers
P-16 Document supports integrating career development into instruction	Employers do not have a streamlined way to reach students at the secondary or post-secondary levels
Integrate programming into Career Development Counseling Program of Work—Standard 3: Career Management	

## ND School Counselor Survey

1. **There are career opportunities in North Dakota**
  - a. Yes
  - b. No
2. **There are jobs available in our community that offer \$35,000+**
  - a. Yes
  - b. No
3. **I provide 9-12 graders information about working in North Dakota by the following means:**

(open ended)
4. **I use the following methods of communication to communicate career opportunities with students through:** (check all that apply)
  - a. Face to face communication
  - b. Email
  - c. Web-based (websites)
  - d. Collateral material (brochures, fliers, etc)
  - e. Instant messaging
  - f. Texting
  - g. Social Networking Websites (facebook, myspace, etc)
5. **I believe a student can have a career in North Dakota with a:** (check all that apply)
  - a. 2 year degree
  - b. 4 year degree
6. **Students are most influenced in their career decisions by:**
  - a. Peers
  - b. Parents
  - c. Teachers
  - d. Counselors

## Career Development Process

- **Career Promotion** - Connecting activities supported by qualitative and quantitative workforce intelligence, which promote the linkages between business and education and unites them in a process which provides information to students and parents about the high-demand, high-wage careers available with employers in their region and with North Dakota business and industry.

Outcome Goal: - 1) An increase in the number of businesses and education partnerships actively engaged in career promotion in their region/community; 2) An increase in the number of students who pursue career and technical education courses at the secondary level and a corresponding increase in the number of students who go on to pursue employment and/or enrollment into career and technical education at the secondary level.

- **Career Preparation**- School based activities which provide students with solid foundation skills supported by career education, career planning and access to career counselors to help them form intelligent career choices based on their having access to a comprehensive career promotion program and qualitative and quantitative career information.

Outcome Goals: 1) Supported by an individual education plan signed on by the parent, each student would have access to a certified and accredited Guidance Counselor to help them with assessment of their aptitudes and interests as they relate to their career choices; 2) Each student by the time they enter the 9<sup>th</sup> grade would have made a career choice and have in place a written career plan; 3) Each student in the secondary system would have access to career and technical education programs which support employment in the high-demand and high-wage career opportunities available in their Region;

- **Career Connection**- Work based activities which expose students to the world of work through options such as worksite visitations, job shadowing, job exploration, youth apprenticeship, internships, clinical, work experience and part-time employment opportunities.

Outcome Goals: 1) Beginning with middle school students would have access to work based learning activities to help them gain career exploration opportunities to support their career choices; 2) 11<sup>th</sup> and 12<sup>th</sup> grade students would be provided with opportunities to participate in industry specific academies and/or job exploration activities such as youth apprenticeships, internships, work experience, job shadowing and part-time employment in areas of high-demand and high-growth occupations in their region.

- **Career Continuity**- Opportunities which support ongoing talent development through introduction of life-long learning and continuous skill development to help incumbent workforce develop and advance through a defined career ladder or career lattice.

Outcome Goals: 1) North Dakota business and industry would embrace a concept of activities which support talent recruitment, talent development and talent retention which insures that incumbent workers have an opportunity to continually advance their skills and prepare for opportunities available through career ladder or career lattice opportunities for advancement.